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AUTHOR Huffman, Zoula; And Others
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ABSTRACT

Describing the evaluation and planning process at Mississippi Gulf Coast Community College, this document presents guidelines, procedures, and indicators used at the college for the systematic review of academic departmental effectiveness. First, the five-column program review model used at the college is outlined and the purposes of review are discussed. The report then presents information from the first column of the model, an expanded statement of institutional purpose, providing a list of college goals and subgoals related to technological advancement, boosting enrollment, assessing institutional effectiveness, and conducting an institutional self-study. The next two columns, departmental standards and assessment criteria/procedures, are then addressed, presenting 10 indicators of effectiveness related to the academic and professional preparation of faculty, full-time and part-time faculty ratios, enrollment, retention, departmental academic performance, student evaluation of instruction, performance of transfer students, academic performance of nursing students, and development students course placements and academic progression. For each indicator, standards, measures, data sources, and calculation methods are provided. Sample forms used with the fourth column, assessment results, are then presented, including forms related to instructional planning and evaluation documents, annual reports, and instruction reviews. Finally, the report focuses on the fifth column, improvements resulting from the review, providing sample forms used by departments to report results and modifications made and a list of goals and objectives. An annual calendar for program review is attached. (TGI)

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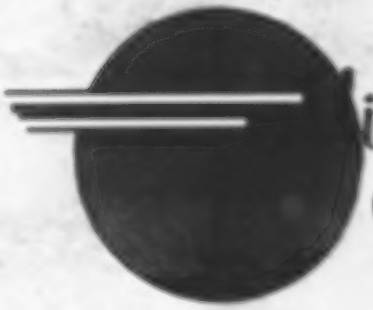

Mississippi Gulf Coast
COMMUNITY COLLEGE

Program Review: A Critical Analysis of Departmental Effectiveness

presented to

The Consortium for Community College Development

Tempe, AZ

June 23, 1997

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PROGRAM REVIEW:

A CRITICAL ANALYSIS OF DEPARTMENTAL EFFECTIVENESS

Office of Instructional Affairs:
Academic and General Instruction

Mississippi Gulf Coast Community College

Revised
January 1997

Zoula Huffman
William Martin
Robert Rominger
Ouida White

INTRODUCTION

PROGRAM REVIEW: A CRITICAL ANALYSIS OF DEPARTMENTAL EFFECTIVENESS

The Program Review

The Program Review is based on the Five-Column Model.*

Column 1 is the Expanded Statement of Institutional Purpose and includes the College Statement of Purpose, the College Goals related to academic programs, and the On-Going and Program Enhancement Priorities developed during the institutional planning process.

Column 2 are the expected outcomes which are linked to the expanded statement of institutional purpose and are expressed as measurable standards.

Column 3 are the assessment criteria and procedures. This includes the measures for the respective standards and the instructional review by each department chair of purpose, curriculum and instruction, and program administration.

Column 4 are the assessment results. This includes the Instructional Planning and Evaluation document prepared for each department, the Summary Report on the Standards, and the check sheets of the Instructional Review.

Column 5 is the use of assessment results. The Department Use of Results form is prepared after assessment of the Measures and Standards Summary Report. If standards are not met, or if modifications are indicated for other reasons, the modifications are recorded on this form. If the assessment results indicate modifications are required in order to meet the standards, then an appropriate action plan is written to address the Ongoing Standard/Divisional Objective on the institutional planning and evaluation form. These action plans are integrated into the institutions annual planning and budgeting process.

*Adapted from the model presented by Dr. James O. Nichols and Dr. Susan Swayze to the Mississippi Association of Colleges 63rd Annual Junior/Senior College conference, October 28, 1996.

Program Review: A Critical Analysis of Departmental Effectiveness

The critical analysis of the effectiveness of academic departments at Mississippi Gulf Coast Community College is an integral part of the evaluation and planning process of the college. In establishing a formal document of guidelines, procedures, and indicators to evaluate educational effectiveness, it is recognized that many positive outcomes are not easily quantified and that the standards and measures expressed in this document are not all-inclusive. Despite these and other obstacles, the college recognizes that it must systematically review programs to assure quality and the best use of resources.

Purpose

Program review at Mississippi Gulf Coast Community College has the following purposes:

1. To identify areas where improvement modifications are needed.
   No matter how good an instructional program may be, there is always room for improvement. This review process assists faculty and administrators in critically evaluating components of their programs and determining areas where improvement is needed. In addition, systematic, comprehensive review of departments assures that all aspects of the educational program are reviewed periodically and that management is more anticipatory rather than reactive.
2. To recognize exemplary instruction.
   Many aspects of the instructional programs at Gulf Coast are outstanding. This review process provides an avenue for demonstrating success and achievement.
3. To provide information for decision-making.
   The college has a responsibility to its constituents to use its funds in the most efficient and effective manner. The results of this program review provide additional information to modify expenditures and to allocate funds for special needs.
4. To evaluate effectiveness based on measurable standards.
   The indicators of educational effectiveness are performance objectives that are measurable and objective and that establish realistic goals for the academic departments. These goals are consistent with the Statement of Purpose of Mississippi Gulf Coast Community College and are part of the Institutional Planning Process.
5. To meet requirements of accreditation and funding agencies.
   The Southern Association of Colleges and Schools (SACS) requires that accredited colleges have a plan for program review and institutional improvement. County, state, and national funding sources also require documentation of accountability. This review will help maintain good standing with these important agencies.

Scope

The scope of the Program Review: A Critical Evaluation of Effectiveness is limited to the academic departments and the Associate Degree Nursing Programs of Mississippi Gulf Coast Community College. The Vocational and Technical program annual review is the Mississippi Statewide System of Core Standards and Measures of Performance.

PROGRAM REVIEW: A Critical Analysis of Departmental Effectiveness

Integrated Relationships Among Expanded Statement of Institutional Purpose, Departmental Standards, Assessment Criteria and Procedures, Assessment Results, and Resulting Improvement Modifications

Expanded Statement of Institutional Purpose	Departmental Standards	Assessment Criteria and Procedures	Assessment Results	Resulting Improvement Modifications
1. Statement of Purpose	1. Indicator Standards	1. Measures (of Indicator Standards)	1. Instructional Planning and Evaluation Documents	1. Department Use of Results
2. College Goals related to Academic Programs	2. Program Enhancement Priority Action Plan	2. Instructional Review (check sheet)	2. Summary Report (Indicator Standards)	2. Goals and Objectives (Planning & Evaluation Form) a. File report on On-Going Standards only if indicator standard not met. b. Mid-year and final report on all PEP's.
3. On-Going &Program Enhancement Priorities (annual) Objectives (Planning Process)		3. PEP Action Plan	3. Instructional Review (check sheet) 4. Mid-year and Final Report (Planning and Evaluation Form)	

COLUMN 1

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE

MGCCC Mission Statement
MGCCC Goal Statements
Instructional Affairs Subgoals Evaluation Form
Divisional Objectives
Departmental Action Plans

MISSISSIPPI GULF COAST COMMUNITY COLLEGE
STATEMENT OF PURPOSE

Mississippi Gulf Coast Community College is an integral part of the area it serves and genuinely recognizes its inherent responsibility to enhance educational development of all persons able to benefit from its services. The programs and activities are designed to develop responsible leadership in a constantly changing and highly complex society.

GOALS:

The campuses and centers of this community college are dedicated to accomplishing the above purpose by

A. Offering college transfer programs consisting of courses leading to associate and baccalaureate degrees.

B. Providing technical programs leading to associate degrees and vocational programs leading to diplomas, which will prepare students for immediate employment with emphasis on serving community needs.

C. Serving continuing education needs through varied programs, courses, and activities.

D. Promoting and encouraging educational, economic and cultural development in the community through facilities and resources of the college.

1997-98 PLANNING PROCESS
1. **Goals (written by Planning Council)**
2. **Sub-Goals (written by various councils)**
3. **Objectives (written by divisions)**
4. **Action Plans (written by departments)**

INSTRUCTIONAL AFFAIRS COUNCIL

Proposed PEP-Related Sub-Goals – 1996-97
(Adopted by Instructional Deans' Council at 2/18/97 Meeting)
(On-Going Did Not Change)

PEP 1. Create a technologically advanced working and learning environment that enhances the college's ability to more effectively and efficiently achieve its purposes.

EXPLANATION: This priority recognizes the need to implement appropriate technologies to facilitate the teaching/learning transaction and the administration of the college. Included is the implementation of a prioritized technology plan developed during 1995-96. Completion of this priority is not anticipated in one year. During 1997-98, the following areas are projected to reach implementation: (1) Implementation of network applications (e-mail, productivity software, Internet, etc.). (2) Initial implementation of administrative software modules. (3) Continuing staff development efforts.

Sub-Goal 1.a. Faculty and staff will be trained to use technology to improve instruction and related activities as technology becomes available.

PEP 2. Increase enrollment by 3 percent.

EXPLANATION: This priority supports the college's mission "to enhance the educational development of all persons able to benefit from its services" and recognizes the critical relationship between enrollment growth and fiscal stability in an enrollment-driven environment. This priority encourages all activities that will result in enrollment growth: student success and retention strategies, innovative scheduling, development of new programs/courses and services, and marketing/recruitment strategies that will reach out to under-served constituencies as well as to the college's traditional recruiting base.

Sub-Goal 2.a. Implement innovative scheduling. (short-term college credit courses, late p.m. courses, Saturday a.m. courses, one-half semester courses, early a.m. courses, week-long courses, weekend courses.)

Sub-Goal 2.b. Implement new programs and both credit and non-credit courses. (GECo, Astronomy course, Sculpture II course, American Literature I & II courses, ENG 1103, and others as identified by Work Force and other campus personnel through business and industry contacts, non-credit courses related to departments-workshops of varying lengths like 1 week, etc.-Astronomy, Environment, Health & Wellness, Nutrition, Creative Writing, Poetry, Reading, Intro. to Computers, Math Refresher, etc., for CEU credit)

Sub-Goal 2.c Articulate with area high school counterparts. (meetings, workshops, Tech Prep, etc.)

Sub-Goal 2.d. Upgrade teaching skills and techniques. (workshops, conferences, Staff Development, multi-media, CCN courses, ENG 1103 course/lab)

Sub-Goal 2.e. Provide improved advisement and placement. (workshops, conferences, articulation with universities, have access to university catalogs, Articulation Agreement, MGCCC catalog, USM/GC 2+2 Program, etc.)

PEP 3. Enhance efforts to assess institutional effectiveness and integrate this process into the existing college planning process.

EXPLANATION: This priority is intended to promote development of outcomes-based assessment strategies for all programs at the divisional level. Special emphasis should be placed on assessment of on-going goals in the MGCCC Statement of Purpose. For 1997-98, implementation of the Academic Program Review (Measures and Standards for Academic Educational Programs) procedures is projected. Additionally, the development of similar programs of assessment and reporting for Student Services, Learning Resources Centers, Finance Administration, and other administrative areas is expected.

Sub-Goal 3.a. Develop/Refine institutional effectiveness reports. (Insofar as academic departments are concerned, this is now an On-Going Goal.) (Academic Deans should do Action Plan here and address the mechanical problems. For example: Work with Developmental DCs to debug tracking plan with Computer Center.)

Sub-Goal 3.b. All post-secondary occupational education programs will meet state standards for self-evaluation.

PEP 4. Implement a successful Self-Study that will improve the programs and services of MGCCC and result in reaffirmation of reaccreditation in December of 1999.

EXPLANATION: This priority recognized that MGCCC will begin a decennial Self-Study in 1997 and that the accreditation process offers real opportunities for the college to improve every aspect of its programs and services. Self-Study activities are projected to span a period of two to three years.

Sub-Goal 4.a. Faculty and staff will actively participate in the MGCCC self-study process.

GOALS AND OBJECTIVES (PLANNING & EVALUATION FORM)

Department: _____
Campus/Center: _____
Functional Council: Instructional
Year(s): ~~1997-98~~ (check one) Ongoing ☐ PEP ■

FUNCTIONAL COUNCIL SUBGOAL:

DIVISIONAL OBJECTIVE / ASSESSMENT CRITERION:

ACTION PLAN:

RESOURCES REQUIRED:

13

REPORT: MIDYEAR ☐ FINAL ☐

14

DIVISIONAL PRIORITY RANKING: _____ of _____ Date: _____
LOCAL DEANS PRIORITY RANKING: _____ of _____ Date: _____

COLUMN 2

DEPARTMENTAL STANDARDS

Indicator Standards

Program Enhancement Priority Action Plans

COLUMN 3

ASSESSMENT CRITERIA AND PROCEDURES

Measures (of Indicator Standards)

Instructional Review (check sheet)

Program Enhancement Priority Action Plan

MEASURES AND STANDARDS FOR ACADEMIC EDUCATIONAL PROGRAMS

Indicator I. ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY (all departments)

Standard: 100% of the full-time and adjunct (part-time) faculty will meet the criteria for academic and professional preparation.

Measure:

a. Completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or
b. Hold the minimum of a master's degree with a major in the teaching discipline, or
c. In exceptional cases, have outstanding professional experience and demonstrated contributions to the teaching discipline which have been documented and justified by the College.

Data Source: Personnel files

Formula: Number of full-time and adjunct (part-time) faculty who meet the criteria divided by the total number of full-time and adjunct (part-time) faculty employed multiplied by 100.

Indicator II. FULL-TIME/PART-TIME FACULTY RATIO (all departments)

Standard: Full-time faculty will teach a minimum of 70% of the credit hours taught in every academic department in any semester.

Measure: Percentage of credit hours taught by full-time faculty

Data Source: Department Summary

Formula: The departmental credit hours taught by full-time faculty divided by the total departmental credit hours for the same semester multiplied by 100.

Indicator III. ENROLLMENT (all departments)

Standard: The average range of academic class size in each department will be 16-30.

Measure: Average range of class size in each department

Data Source: Department Summary

Formula: Total departmental enrollment for a given semester divided by the total number of sections taught.

Indicator IV. RETENTION (all departments)

Standard: The total number of completers for all courses in an academic department will be at least 75% of the total enrollment in all courses in that department for a given semester.

Measure: Percentage of students completing courses in an academic department.

Data Source: Department Summary

Formula: Total number of students completing all courses [enrollment - (withdrawals + incompletes + no grades)] in an academic department divided by the total number of students enrolled in all courses in that department for a given semester multiplied by 100.

Indicator V. ACADEMIC PERFORMANCE/DEPARTMENTAL (all departments)

Standard: During a given semester, the mean grade point average (GPA) of students in each academic department will not fall below 2.0 .

Measure: Mean grade point average of students.

Data Source: Enrollment Data by Course/Grade Distribution

Formula: Total enrollment of students minus those receiving "I," "NG," and "W" grades divided into the total quality points of students receiving grades of "A, B, C, D, or F." Quality points are calculated on a 4-point scale.

Indicator VI. STUDENT EVALUATION OF INSTRUCTION/FALL SEMESTER ONLY (all departments)

Standard: In any given year, the department average student evaluation of academic instruction will be no more than 1 standard deviation (SD) below the mean of the campus evaluations.

Measure: Campus average student evaluation of academic instruction.

Data Source: Student Evaluations of Instruction

Formula: Provided by Administrative Assistant for Institutional Research or use calculator with SD function.

Indicator VII. PERFORMANCE OF TRANSFERS (DISTRICT-WIDE) (all departments)

Standard: (a) MGCCC transfers attending State Institutions of Higher Learning will have cumulative grade point averages (GPAs) equal to or exceeding the GPAs earned by other community/junior college transfer students in the same university system. (b) MGCCC transfers attending State Institutions of Higher Learning will have cumulative grade point averages (GPAs) equal to or exceeding the GPAs earned by native students in the same university system.

Measure: Cumulative grade point averages of Mississippi Gulf Coast Community College transfers compared to other community/junior college transfer students and native students of State Institutions of Higher Learning.

Data Source: Transfer Documents from State Institutions of Higher Learning (Currently only data from the University of Southern Mississippi are consistently available to use in calculations. These data are not provided by campus. Therefore, results represent district-wide performance.)

Formula: Comparative data are provided by MGCCC Administrative Assistant for Institutional Research. The Language Arts and Social Studies departments will be compared with an average of the students enrolled in Liberal Arts and Education & Psychology at USM. The Math and Science departments will both be compared with the students enrolled in Science and Technology at USM. The Developmental and Associate Degree Nursing departments will not be included in this standard. In all cases of this comparison the current GPA of the upper level students will be used as the basis for comparison.

Indicator VIII. ACADEMIC PERFORMANCE/PROGRAM SPECIFIC/ASSOCIATE DEGREE NURSING (ADN Department only)

Standard: In any given year, the percentage of MGCCC Associate Degree Nursing Program graduates who pass the state licensing NCLEX-RN examination will equal or exceed the state-wide average of graduates of other community/junior colleges in the state who pass this exam.

Measure: Percentage of Associate Degree Nursing graduates who pass the NCLEX-RN examination.

Data Source: Mississippi Board of Nursing and National Council.

Formula: Number or MGCCC Associate Degree Nursing students passing the NCLEX-RN exam compared to the state-wide average.

INDICATOR IX. COURSE PLACEMENT (Developmental Studies Department only)

Standard: 90% of the students whose ASSET scores indicate a need to enroll in a developmental course will be enrolled in that course prior to enrollment in a higher-level course.

Measure: Percentage of students accurately placed according to ASSET scores.

Data Source: Developmental Tracking Document

Formula: Total number of students whose ASSET scores indicate a need for a specific developmental course divided into those in the same number actually placed into the developmental course before taking a higher level course in the same discipline multiplied by 100.

Indicator X. ACADEMIC PROGRESSION/PROGRAM SPECIFIC/DEVELOPMENTAL (Developmental Studies Departments only)

Standard: (a) During any given semester, a minimum of 50% of the students who pass a developmental math or English course with a grade of "C" or better and take the next higher-level course in the same discipline will pass the next-higher-level course with a grade of "C" or better. (b) During any given semester, a minimum of 50% of the students who pass reading or study skills with a grade of "C" or better will have a term GPA of 2.0 or better the following semester.

Measure: Percentage of developmental students passing the next higher-level course with a "C" or better in math and English courses and those with a term GPA of 2.0 or better the next semester after taking reading or study skills.

Data Source: Developmental Tracking Document and Student Grade Reports

Formula: (a) Total number of students who pass a developmental course with a grade of "C" or better and take the next higher-level course divided into the total number of these same students who pass the next-higher-level course in the same discipline with a "C" or better multiplied by 100. (b) Total number of students who pass reading and/or study skills with a "C" or better divided into the total number of these same students who take courses the following semester and obtain a term GPA of 2.0 or better.

MISSISSIPPI GULF COAST COMMUNITY COLLEGE
INSTRUCTIONAL REVIEW OF ACADEMIC DEPARTMENTS

Department _____ Campus _____

Reviewed by _____ Date _____
Department Chair

To be completed each year and submitted to the Campus Dean of Academic and General Instruction prior to September 15. Each item should be carefully evaluated as it applies to individual faculty members and the department as a whole.

Y/N	SOI		
			Purpose
___	___	1.	The courses reflect the Statement of Purpose and the Goals of the Department and the College to provide college-transfer programs.
___	___	2.	The courses have been reviewed with senior college counterparts for articulation issues within the last year.
			Curriculum and Instruction
___	___	3.	All courses have syllabi prepared by the standard Mississippi Gulf Coast Community College format.
___	___	4.	Course syllabi are reviewed and updated annually.
___	___	5.	Faculty members distribute course syllabi in all classes.
___	___	6.	Course content is reviewed annually at counterpart meetings.
___	___	7.	Faculty use the Learning Resources Center to reinforce the teaching-learning process.
___	___	8.	Faculty members advise students as described in the Advisors Handbook.
___	___	9.	If applicable, the program is accredited, licensed, or approved without condition or probation.
			Program Administration
___	___	10.	Faculty obtain educational update as required in college policy.
___	___	11.	All faculty maintain office hours consistent with college policy to ensure student access.
___	___	12.	Adjunct faculty receive orientation appropriate to their courses and the department.
___	___	13.	Facilities, including classrooms, laboratories, and teachers' offices are adequate and contribute to an atmosphere for effective learning.
___	___	14.	The equipment and supplies are adequate to meet the objectives of the courses.
___	___	15.	Reference sources and textbooks are reviewed annually, and requests for updates are submitted as needed.

SOURCES OF INFORMATION (SOI)

A. College catalog
B. Minutes of articulation meetings
C. Course Syllabi
D. Minutes of counterpart meetings
E. Supervisor observation
F. Student evaluation of advisement
G. Accreditation reports
H. Faculty personnel files
I. Faculty observation
J. LRC documentation
K. Other (please specify) _____

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Mississippi Gulf Coast COMMUNITY COLLEGE

GOALS AND OBJECTIVES (PLANNING & EVALUATION FORM)

Department: _____
Campus/Center: _____
Functional Council: Instructional Affairs
Year(s): _____ (check one) Ongoing ☐ PEP ■

FUNCTIONAL COUNCIL SUBGOAL:

DIVISIONAL OBJECTIVE / ASSESSMENT CRITERION:

ACTION PLAN:

REPORT: MIDYEAR ☐ FINAL ☐

RESOURCES REQUIRED:

21

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DIVISIONAL PRIORITY RANKING: ___ of ___ Date: _____
LOCAL DEANS' PRIORITY RANKING: ___ of ___ Date: _____

COLUMN 4

ASSESSMENT RESULTS

Instructional Planning and Evaluation Documents

Annual Campus and Departmental Summary Reports

Instructional Review

Mid-year and Final Reports

(Planning and Evaluation Form)

MISSISSIPPI
GULF COAST COMMUNITY
COLLEGE

INSTRUCTIONAL PLANNING
AND
EVALUATION DOCUMENT

DEPARTMENT: **LANGUAGE ARTS**

CAMPUS: **JACKSON COUNTY**

YEAR: **19 _ - 19 _**

LANGUAGE ARTS
DEPARTMENTAL EDUCATION DATA
FALL 19 SPRING 19

INSTRUCTOR	DEGREE	YEARS EXP	FULL TIME	ON LEAVE TO DEPT	ADJUNCT

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DEPARTMENT SUMMARY

DEPARTMENT: Language Arts

SEMESTER: Fall 19

INSTRUCTOR	CLASS AVG	NUMBER CLASSES	CREDIT HOURS	CLOCK HOURS	OPEN ENROLL	END ENROLL	OVERLD POINTS
TOTAL							

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LANGUAGE ARTS
ENROLLMENT DATA BY COURSE
SEMESTER: Fall YEAR: 19

			GRADE DIST							
COURSE	#SECT	ENROL	A	B	C	D	F	I	NG	W
TOTALS										

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DEPARTMENT SUMMARY

DEPARTMENT: Academic

SEMESTER: Fall 19

DEPARTMENT	CLASS AVG	NUMBER CLASSES	CREDIT HOURS	CLOCK HOURS	OPEN ENROLL	END ENROLL	OVERLD POINTS
Business							
Fine Arts							
Developmental Studies							
Physical Education							
Language Arts							
Mathematics							
Science							
Social Studies							
FALL 19 TOTAL							
ADN - Lecture							
ADN - Lab.							

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MEASURES AND STANDARDS
FOR
ACADEMIC EDUCATIONAL PROGRAMS

DEPARTMENT SUMMARY REPORT

DEPARTMENT _____ DEPARTMENT CHAIR _____

It will be the responsibility of the Department Chair to include an annual self-evaluation of the department as the Instructional Planning and Evaluation Document is prepared. All departments will be evaluated using standards one (1) through seven (7). In addition, the Developmental Studies Department will evaluate standards 9 and 10, and the ADN department will evaluate standard 8.

STD. #	SEMESTER						YEARLY AVERAGE	
	SUMMER 96		FALL 96		SPRING 97			
	VALUE	Y/N	VALUE	Y/N	VALUE	Y/N	VALUE	Y/N
1								
2								
3								
4								
5								
6								
7 a								
7 b								
8								
9								
10a								
ENG 1103								
MAT 1103								
MAT 1213								
MAT 1233								
10b								
REA 1103								
EDU 1413								

MEASURES AND STANDARDS FOR ACADEMIC EDUCATION PROGRAMS

SUMMARY REPORT

Campus _____ Period Covered 19__ - 19__ Dean _____

DEPARTMENT	STD. #1 Prop. of Faculty 100%		STD. #2 FT/PT Faculty 70:30		STD. #3 Enrollment 30 - 35		STD. #4 Retention 75%		STD. #5 Academic Performance/ Dept. 2.0		STD. #6 Student Evaluation Instructor 1 SD ≤ ____		Transfer Performance STD. #7a ____ GPA		STD. #7b ____ GPA		STD. #8 Academic Performance/ ADN ____ AVG.		STD. #9 Course Placement 90%		STD. #10 Academic Progress/ Dev. Stu. GPA = >2.0	
	%	Y/N	% FT	Y/N	AV CLASS	Y/N	%	Y/N	GPA	Y/N	AV	Y/N	GPA	Y/N	GPA	Y/N	% PASS	Y/N	%	Y/N	%	Y/N
ASSOCIATE DEGREE NURSING																						
BUSINESS AND OFFICE ADMINISTRATION																						
FINE ARTS																						
HEALTH AND PE																						
LANGUAGE ARTS																						
MATHEMATICS																						
SCIENCE																						
SOCIAL STUDIES																						
DEVELOPMENTAL STUDIES																						
ENG 1103																						
MAT 1103																						
MAT 1213																						
MAT 1233																						
REA 1103																						
EDU 1413																						

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COLUMN 5

RESULTING IMPROVEMENT MODIFICATIONS

Department Use of Results

Goals and Objectives (Planning and Evaluation Form)

DEPARTMENT USE OF RESULTS

Campus _____ Department _____ Year _____

Mission: *Mississippi Gulf Coast Community College is an integral part of the area it serves and genuinely recognizes its inherent responsibility to enhance educational development of all persons able to benefit from its services. The programs and activities are designed to develop responsible leadership in a constantly changing and highly complex society.*

Goals:
- Offer college transfer programs consisting of courses leading to associate and baccalaureate degrees.
- Provide technical programs leading to associate degrees and vocational programs leading to diplomas, which will prepare students for immediate employment with emphasis on serving community needs.
- Serve continuing education needs through varied programs, courses, and activities.
- Promote and encourage educational, economic and cultural development in the community through facilities and resources of the college.

STANDARDS	MEASURE	ASSESSMENT RESULTS	RESULTING MODIFICATION
1. 100% of the full-time and adjunct (part-time) faculty will meet the criteria for academic and professional preparation.	a. Completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or b. Hold the minimum of a master's degree with a major in the teaching discipline, or c. In exceptional cases, have outstanding professional experience and demonstrated contributions to the teaching discipline which have been documented and justified by the College.		

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STANDARDS	MEASURE	ASSESSMENT RESULTS	RESULTING MODIFICATION
2. Full-time faculty will teach a minimum of 70% of the credit hours taught in every academic department in any semester.	Percentage of credit hours taught by full-time faculty		
3. The average range of academic class size in each department will be 16-30.	Average range of class size in each department		
4. The total number of completers for all courses in an academic department will be at least 75% of the total enrollment in all courses in that department for a given semester.	Percentage of students completing courses in an academic department.		
5. During a given semester, the mean grade point average (GPA) of students in each academic department will not fall below 2.0.	Mean grade point average of students.		
6. In any given year, the department average student evaluation of academic instruction will be no more than 1 standard deviation (SD) below the mean of the campus evaluations.	Campus average student evaluation of academic instruction.		

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STANDARDS	MEASURE	ASSESSMENT RESULTS	RESULTING MODIFICATION
7. a. MGCCC transfers attending State Institutions of Higher Learning will have cumulative grade point averages (GPAs) equal to or exceeding the GPAs earned by other community/junior college transfer students in the same university system. b. MGCCC transfers attending State Institutions of Higher Learning will have cumulative grade point averages (GPAs) equal to or exceeding the GPAs earned by native students in the same university system.	Cumulative grade point averages of MGCCC transfers compared to other community/junior college transfer students and native students of State Institutions of Higher Learning.		
8. In any given year, the percentage of MGCCC Associate Degree Nursing Program graduates who pass the state licensing (NCLEX-RN) examination will equal or exceed the statewide average of graduates of other community/junior colleges in the state who pass this exam.	Percentage of Associate Degree Nursing graduates who pass the NCLEX-RN examination		
9. 90% of the students whose ASSET scores indicate a need to enroll in a developmental course will be enrolled in that course prior to enrollment in a higher-level course.	Percentage of students accurately placed according to ASSET scores.		

STANDARDS	MEASURE	ASSESSMENT RESULTS	RESULTING MODIFICATION
10. a. During any given semester, a minimum of 50% of the students who pass a developmental math or English course with a grade of "C" or better and take the next higher-level course in the same discipline will pass the next-higher-level course with a grade of "C" or better. b. During any given semester, a minimum of 50% of the students who pass reading or study skills with a grade of "C" or better will have a term GPA of 2.0 or better the following semester.	Percentage of developmental students passing the next higher-level course with a "C" or better in math and English courses and those with a term GPA of 2.0 or better the next semester after taking reading or study skills.		

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GOALS AND OBJECTIVES (PLANNING & EVALUATION FORM)

Department: _____
Campus/Center: _____
Functional Council: Instructional
Year(s): ~~1997-98~~ (check one) Ongoing ■ PEP □

FUNCTIONAL COUNCIL SUBGOAL:

DIVISIONAL OBJECTIVE / ASSESSMENT CRITERION:

ACTION PLAN:

RESOURCES REQUIRED:

REPORT: MIDYEAR □ FINAL □

DIVISIONAL PRIORITY RANKING: _____ of _____ Date: _____
LOCAL DEANS PRIORITY RANKING: _____ of _____ Date: _____

GOALS AND OBJECTIVES (PLANNING & EVALUATION FORM)

Department: _____
Campus/Center: _____
Functional Council: Instructional
Year(s): ~~1997-98~~ (check one) Ongoing ☐ PEP ■

FUNCTIONAL COUNCIL SUBGOAL:

DIVISIONAL OBJECTIVE / ASSESSMENT CRITERION:

ACTION PLAN:

RESOURCES REQUIRED:

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REPORT: MIDYEAR ☐ FINAL ☐

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DIVISIONAL PRIORITY RANKING: ____ of ____ Date: _____
LOCAL DEANS PRIORITY RANKING: ____ of ____ Date: _____

TIME SCHEDULE FOR PROGRAM REVIEW

1. Computer Runs 128 and 129 are provided to the academic deans each semester after grades are posted.

2. The Department Summary and Enrollment Data by Course data forms are completed and returned to the respective department chairs.

3. These data are used to determine if Standards II, III, IV, and V of the Program Review have been met. The values and Y/N determinations are recorded by semester on the Department Summary Report of the Program Review Document.

4. Since Computer Runs 128 & 129 are usually not available until after May 15 and many of the department chairs do not work in the Summer, the Department Summary Report will be completed by **September 15** for the previous year (Summer, Fall, & Spring). Data for Standards I, VI, VII, VIII, IX, & X should also be available by this date.

5. The Instructional Review of Academic Departments which is a review of Purpose, Curriculum and Instruction, and Program Administration will also be completed by the department chairs prior to **September 15.**

6. The department chairs will then assess the results of the data and observations and record their assessments on the Department Use of Results form.

7. Copies of the completed Department Summary Report, the Instructional Review of Academic Departments, and the Department Use of Results will be submitted to the Dean by **September 15.**

8. The deans will then complete the Summary Report of Measures and Standards for all departments and send a copy to the Administrative Assistant for Academic and General Instruction and Student Services by **October 15.**

9. If the assessment results indicate modifications are required in order to meet the standards, an appropriate action plan will be written to address the *On-Going*

Standard/Divisional Objective. Action Plans will be written on the *Goals and Objectives* (*Planning and Evaluation Form*) and will include any resources required to carry out this plan. These may be developed at any time and submitted to the dean. However, unless funds are currently in the budget, the point at which resources are made available may depend on the Planning and Budgeting Calendar of the College.

10. The mid-year assessment of *On-Going and Program Enhancement Action Plans* set the previous year is completed in **November by the departments and the divisions** and are submitted to the deans.

11. The deans prepare a mid-year summary of these *Action Plans* in **December and submit to the campus Vice President to report at the beginning of the Planning Cycle in January.**

12. The divisions (made up of like departments from all three campuses) develop *Program Enhancement Priority objectives* (PEPS) **in February** based on the *functional council subgoals*. In this case, the functional council is the Instructional Affairs Council.

13. **In March and April** a final assessment is made on the *Action Plans* developed for *On-Going and Program Enhancement Priority* objectives from the previous year. These are sent to the dean who completes a summary for the Campus Vice President. The Vice President submits a campus-wide final report to the Administrative Assistant for Institutional Research. The campus reports are compiled and disseminated.

14. **In April and May** the College budget is prepared with benefit of these reports. (Final from previous year and new action plans)